

Reduce, Reuse, Recycle

Project Learning Tree Activity #83

Program of Studies

Science:

- S-P-SI-1 (ask simple scientific questions that can be answered through observations.)
- S-P-SI-2 (use simple equipment (e.g., aquariums), tools (e.g., magnifiers, spoons), skills (e.g., observing, pouring), technology (e.g., video discs), and mathematics in scientific investigations.)
- S-P-SI-3 (use evidence (e.g., observations) from simple scientific investigations and scientific knowledge to develop reasonable explanations.)
- S-P-SI-4 (Students will design and conduct different kinds of simple scientific investigations.)
- S-P-SI-5 (communicate (e.g., speak, draw) designs, procedures, and results of scientific investigations.)
- S-P-SI-6 (question scientific investigations and explanations of other students.)
- S-4-SI-1 (ask simple scientific questions that can be answered through observations combined with scientific information)
- S-4-SI-2 (use simple equipment (e.g., plant lights), tools (e.g., rulers, thermometers), skills (e.g., describing), technology (e.g., electronic media), and mathematics in scientific investigations.)
- S-4-SI-3 (use evidence (e.g., descriptions) from simple scientific investigations and scientific knowledge to develop reasonable explanations.)
- S-4-SI-4 (Students will design and conduct different kinds of simple scientific investigations.)
- S-4-SI-5 (communicate (e.g., graph, write) designs, procedures, and results of scientific investigations.)
- S-4-SI-6 (Students will review and ask questions about scientific investigations and explanations of other students.)
- S-5-SI-1 (Students will identify questions that can be answered through scientific investigations combined with scientific information.)
- S-5-SI-2 (Students will use appropriate equipment (e.g., watches), tools (e.g., rain gauges), techniques (e.g., classifying), technology (e.g., calculators), and mathematics in scientific investigations.)
- S-5-SI-3 (use evidence (e.g., classifications), logic, and scientific knowledge to develop scientific explanations.)
- S-5-SI-4 (Students will design and conduct different kinds of scientific investigations to answer different kinds of questions.)
- S-5-SI-5 (communicate (e.g., draw, speak) designs, procedures, and results of scientific investigations.)
- S-6-SI-1 (identify and refine questions that can be answered through scientific investigations combined with scientific information.)
- S-6-SI-4 (Students will design and conduct different kinds of scientific investigations to answer different kinds of questions.)

- S-6-SI-5 (communicate (e.g., speak, write) designs, procedures, and results of scientific investigations.)

English Language Arts:

- ELA-P-W-8 (Students will recognize forms of writing organization (e.g., letter formats, stories, poetry).)
- ELA-4-W-5 (Students will write personal pieces to communicate ideas.)
- ELA-5-W-6 (Students will apply characteristics of effective writing in their own works and recognize them in works of others, including awareness of audience and purpose, organization, idea development, and standards of correctness (e.g., mechanics, grammar, spelling).)
- ELA-7-W-5 (Students will write personal pieces to communicate ideas.)
- ELA-8-W-5 (Students will write personal pieces to communicate ideas.)

Core Content

Science:

- SC-E-SI-1 (ask simple scientific questions that can be investigated through observations combined with scientific information)
- SC-E-SI-2 (use simple equipment (e.g., magnifiers, magnets), tools (e.g., metric rulers, thermometers), skills (e.g., classifying, predicting), technology (e.g., electronic media, calculators, World Wide Web), and mathematics in scientific investigations.)
- SC-E-SI-3 (use evidence (e.g., observations, data) from simple scientific investigations and scientific knowledge to develop reasonable explanations.)
- SC-E-SI-4 (design and conduct simple scientific investigations.)
- SC-E-SI-5 (communicate (e.g., draw, graph, write) designs, procedures, observations, and results of scientific investigations.)
- SC-E-SI-6 (review and ask questions about scientific investigations and explanations of other students)
- SC-E-1.1.2 (Objects are made of one or more materials such as paper, wood, and metal. Objects can be described by the properties of the materials from which they are made. Those properties can be used to separate or classify objects or materials.)
- SC-E-1.1.3 (Materials can exist in different states--solid, liquid, and gas. Some common materials, such as water, can be changed from one state to another by heating or cooling.)
- SC-M-SI-1 (refine and refocus questions that can be answered through scientific investigation combined with scientific information)
- SC-M-SI-2 (use appropriate equipment, tools, techniques, technology, and mathematics to gather, analyze, and interpret scientific data.)
- SC-M-SI-3 (use evidence (e.g., computer models), logic, and scientific knowledge to develop scientific explanations.)
- SC-M-SI-4 (design and conduct scientific investigations.)
- SC-M-SI-5 (communicate (e.g., write, graph) designs, procedures, observations, and results of scientific investigations.)
- SC-M-SI-6 (review and analyze scientific investigations and explanations of other students.)

Writing:

- WR-E-1.4 (*Transactive writing* is informative/ persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives.)
- WR-M-1.4 (*Transactive writing* is informative/ persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives.)

Practical Learning:

- PL-E-3.1.5 (There are consumer decisions (e.g., reducing, recycling, and reusing) that have positive impacts on the environment.)
- PL-E-4.4.3 (Many tasks can be completed more efficiently when team skills (e.g., cooperation, communication) are used.)
- PL-M-3.1.5 (Environmental issues (e.g., pollution) should be considered when making consumer decisions (e.g., recycling, reducing, reusing).)
- PL-M-4.4.3 (Both individual and team skills (e.g., identify goals, use listening skills, follow directions, communicate orally, ask questions about tasks, use problem-solving skills) contribute to the successful completion of a task.)